THE INFLUENCE OF THE USE OF *JIGSAW* TYPE COOPERATIVE LEARNING MODEL ON STUDENT LEARNING OUTCOMES

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ABSTRACT

The background of this research is the inaccuracy of teachers in using learning models in the classroom so that the impact on the low learning outcomes of students in class IVA and IVB Kebontiwu SDN recorded as many as 57% of class IV A students and 63% of class IVB students who have still not reached KKM. For this we need new innovations in learning by using different learning models . *Jigsaw* type cooperative learning model is a suitable model to improve learning outcomes because it can establish student cooperation in mastering subject matter. P enelitian aims to determine the effect of the use of *Jigsaw* cooperative learning models on student learning outcomes.

The research method used in this study is a quasi-experimental research design with *nonequivalent control group* . The research sample of two classes, namely class IVA as an experimental class using a *jigsaw* model and IVB as a control class using a conventional model in the form of lectures . Data can be obtained through observation, documentation and testing. The test used is a *pretest* and *posttest* to retrieve data on learning outcomes. Data processing techniques performed by using normality test, test homo genitas, hypothesis testing , test and test normalized gain *effect size* . The results showed that the learning process in the experimental class and in the control class ran smoothly. Based on the analysis prerequisite test , it is said that the *pretest* data of the two classes is normally distributed and homogeneous, then the hypothesis test is carried out with the t test in which a result of 0.896 arises which shows that there is no difference in the *pretest* results in the two classes. After being given treatment in each class the results of the *posttest were* obtained . based on the prerequisite test *posttest* data analysis it is said the *posttest* data in the two classes are not normally distributed but homogeneous , then proceed with the Mann Whitney test and the results obtained are 0.001 which shows that there are differences in the *posttest* in the two classes. There is an increase in learning outcomes in the experimental class by 41% and the control class by 21% through the gain test, and there is an influence of the jigsaw learning model by 0.91 with a large category through the *effect size* test .

Keywords: Jigsaw type cooperative learning model, student learning outcomes.